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ABSTRACT

Orientation materials are provided in this handbook for newly appointed members of vocational education advisory committees at Walla Walla Community College (WWCC). In a question/answer format, the handbook first describes the role and functions of advisory committees in relation to the provision of high quality educational programs, adequate job training, and state and federal requirements. Next, the three types of advisory committees utilized at WWCC (the General Advisory Council, Program/Craft Advisory Committees, and Ad Hoc Committees) are described and the importance of working with Joint Apprenticeship and Training Committees is discussed. A checklist of functions which advisory committees may perform is then provided as a guide for focusing committee activity. For the General Advisory Council, these activities are in the areas of student recruitment, selection, placement, and follow-up; instruction; public relations; and instructor recruitment, selection, and evaluation. Another checklist is provided for Program Advisory Committees which includes functions in these areas and in relation to instructor assistance as well. The following section contains guidelines for the organization and operation of advisory committees, focusing on the duties of the chairperson, secretary, and college representatives and the selection of advisory committee members. The final sections define terms and provide references. (AYC)

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HANDBOOK FOR ADVISORY COMMITTEES IN OCCUPATIONAL EDUCATION

at

Walla Walla Community College

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FOREWORD

Walla Walla Community College must constantly be sensitive to the wide array of occupational education needs in Southeastern Washington. This can best be accomplished with the help of locally oriented advisory committees. We look to them for guidance in the development and continuance of many of our educational programs, particularly in the vocational area.

This handbook provides answers to questions advisory committee members may have about their role and function at Walla Walla Community College. Advisory committee members using this handbook are encouraged to let us know about additions and revisions that would make it more useful and effective.

Special thanks are extended to Steven L. VanAusdle, Vocational Director, and James Peterson, Vocational Coordinator, for developing this edition of the handbook. Steve developed this edition of the handbook in conjunction with his national fellowship at the Advanced Study Center, National Center for Research in Vocational Education, The Ohio State University. Assistance provided by the National Center staff is also gratefully acknowledged.

The Board of Trustees joins me in expressing our appreciation to all advisory committee members. Their guidance makes it possible for your college to more effectively serve our district.

Eldon Dietrich

Dr. Eldon J. Dietrich
President

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INTRODUCTION

Advisory committees are essential to the establishment and operation of up-to-date vocational education programs. Increasing technological demands; changing business, industrial, agricultural, labor and governmental patterns; and the ever-increasing complexity of social and economic conditions require effective lines of communication between education and the world of work. Advisory committees assist in maintaining these lines of communication.

Why Was I Selected?

You have been selected to serve on an advisory committee because of your knowledge and understanding of employment and education needs and trends in your area of specialization. Walla Walla Community College places a high value on your contributions. We look to you for advice in helping the college maintain a first-rate program of vocational education that will enable students to enter and advance in the work force and/or fulfill the demanding role of homemaker.

What Will the Handbook Do for Me?

This handbook will assist you to become involved in a meaningful way. More specifically, this handbook will answer many of the questions you may have concerning the role and function of advisory committees at Walla Walla Community College.

WHY DO WE UTILIZE VOCATIONAL EDUCATION ADVISORY COMMITTEES ?

To Provide Quality Education

Vocational Education seeks to provide students with the skills and knowledge necessary for employment in recognized occupations and homemaking. It is also designed to upgrade the skills and knowledge of those already employed by offering courses and workshops focusing on changing technology. Quality education requires relevant, up-to-date programs.

Walla Walla Community College (WWCC) depends on advice from individuals working in occupations directly related to each program area to provide assistance in assessing current status and future needs. The college perceives you as a knowledgeable and informed individual and solicits your advice as a means of ensuring that vocational education achieves its vital goals.

To Provide the Best Employees Possible

WWCC graduates are the "products" of vocational programs. They are available to employers, the "consumer." It makes good sense then that representatives of business, industry, and labor become actively involved in assuring the best possible "product" the school can provide.

Federal and State Requirements

It has been said that "people," not "laws," make advisory committees effective. However, citizen advice on the vocational education process is mandated by federal and state laws. These laws mandate establishment and utilization of 1) local vocational advisory councils, and 2) program/craft advisory committees. The specific policies, rules, and regulations adopted by the Washington State Commission for Vocational Education are provided in Appendix I. These same policies, rules, and regulations are contained in the Washington State Plan for Vocational Education and the Washington Administrative Code (WAC) 490-36A-020 and 490-36A-030.

The utilization of a local vocational education advisory council or committee, though required by law, is not intended to usurp the prerogatives of governing boards or of administrative staffs. An advisory council or committee may suggest policy; but, policy can only be officially enacted by the college's governing board of trustees.

ARE ALL ADVISORY COMMITTEES ALIKE ?

No. Walla Walla Community College utilizes three different types of advisory committees:

- General Advisory Council
- Program/Craft Advisory Committees
- Ad Hoc Advisory Committees.

The term "vocational education advisory committee" has been associated with vocational education since its inception. It has been defined as "a group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs." The various types of advisory committees do many similar things, but function differently as noted below. The concluding part of this section describes the importance of working with Joint Apprenticeship and Training Committees.

The General Advisory Council

The General Advisory Council assists in the development and maintenance of the entire vocational program at Walla Walla Community College. The Council has been established to: identify the needs of individuals and the community, help assess labor market requirements, assist in the identification of long-range goals, contribute to the establishment and maintenance of realistic and practical programs, participate in developing community understanding and support, and aid in building the prestige of and respect for the entire program of vocational education.

Members of the General Advisory Council are named by the Board of Trustees through its authorized representatives. The Committee is composed of representatives of labor, management, professional associations, and other groups having an interest in vocational education, with appropriate representation of both sexes and minorities in the college district. The Committee consists of at least six (6) members including one (1) non-voting representative of Walla Walla Community College serving as secretary. Members are appointed for terms of up to three (3) years. New members are appointed on a staggered schedule to ensure continuity as well as a change in membership. The Committee may suggest succeeding members.

Program/Craft Advisory Committees

Each individual vocational program at Walla Walla Community College (Auto Mechanics, Mid-Management, Commercial Food Service, Clerk Typist, etc.) utilizes a Program Advisory Committee. Like the General Advisory Council, the Program Advisory Committees are standing or continuous committees. Some Program Advisory Committees may serve a grouping of related occupational programs; i.e., Agriculture or Health Occupations. Program Advisory Committees are concerned with individual programs rather than the entire vocational division. The main responsibility of program committees is to assist in developing and operating relevant and effective vocational programs. Members are selected from knowledgeable individuals who have special interest and experience in a particular program area. Membership includes equal representation of employers and employees.

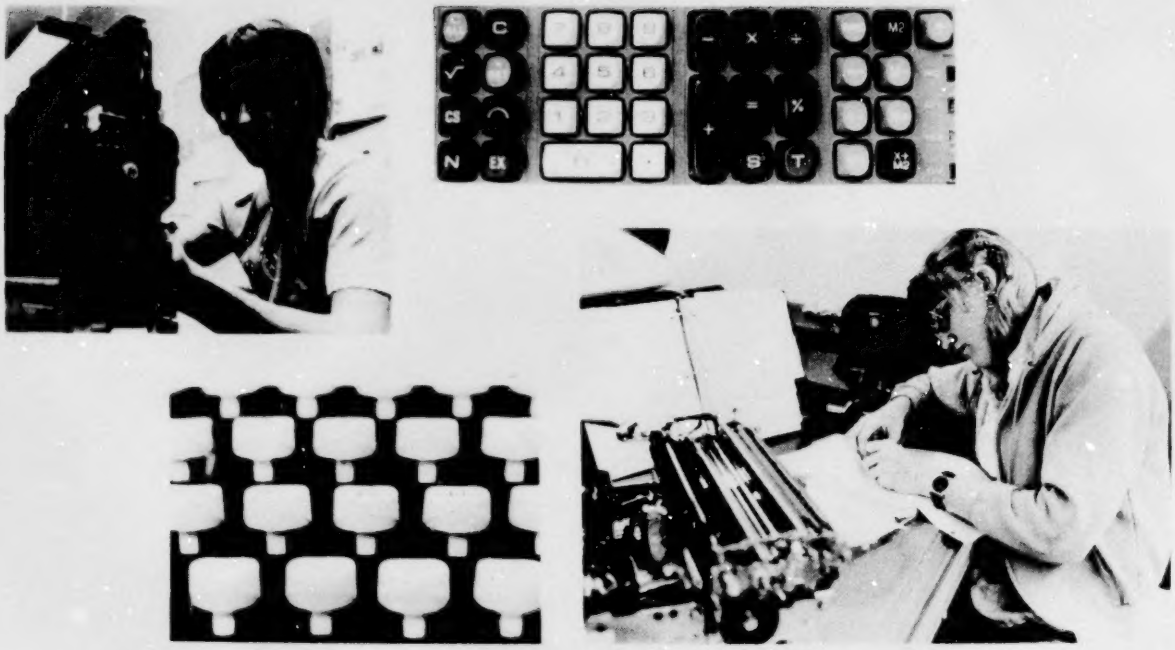
Programs preparing students for entry and upgrading in apprenticeable trades are guided by one or more employer and employee representatives from the applicable Joint Apprenticeship and Training Committee (JATC). When JATC members or designees are unavailable, a committee is composed of persons who are familiar with occupations and the geographic area served by the program.

Program Advisory Committees consist of not less than six (6) members. Membership includes at least one (1) non-voting representative of the College who serves as secretary. Members are appointed for terms up to three (3) years. Committee members serve on a staggered schedule of appointment to ensure continuity. Members are appointed by the Board of Trustees through their authorized representatives.

Ad Hoc Advisory Committees

Ad Hoc Advisory Committees are established to meet special needs and, therefore, are not permanent in nature. The composition, size and duration of service shall be determined by need. The Committee may be responsive to the General Advisory Council, a Program Advisory Committee and/or the college administration.

The functions and purposes of these committees depend upon the task assigned. They may be utilized to: study needs for new vocational programs, develop curriculum, review existing programs and make recommendations to the advisory committee, or to assist with selection of instructors. Ad hoc advisory committees are disbanded at the completion of the specific task assigned.



Joint Apprenticeship and Training Committees (JATC)

Because of the close working relationship with other governmental agencies and groups, it is important that the College's faculty and staff and program advisory committees are aware of JATC activities.

It should be noted that JATC's are primarily concerned with related classroom instruction and on-the-job instruction of apprentices and/or supplemental courses for journeymen in various trade areas.

The local JATC is an administrative body with responsibilities and functions prescribed by the Washington State Department of Labor and Industries. Its role is to develop and provide an effective apprenticeship training program.

The local JATC may perform the following advisory functions in connection with apprentice related instruction:

1. Advise school administrators in determining related technical information and supplemental needs.
2. Recommend instructional materials to be used in instruction.
3. Recommend prospective instructors.
4. Assist with evaluation of instruction in order to keep it up-to-date and functional.
5. Advise school administrators regarding instructional equipment.

WHAT DO ADVISORY COMMITTEES DO ?

A check list of activities which advisory committees may perform is listed below. The list should not limit the creativity of individual committees nor are committees expected to undertake all activities listed. The check list should be considered a guide for focusing advisory committee activity. The lists should assist the committees in carrying out its function, to improve vocational education. The list is separated into two parts. The first section is for General Advisory Councils, the second for Program Advisory Committees.

Check List for General Advisory Councils

Student Recruitment, Selection, Placement and Follow-up.

- ☐ 1. Encourage young people and parents to consider vocational education by visiting secondary schools, speaking at civic clubs, attending career days, etc.
- ☐ 2. Provide vocational guidance literature to teachers, counselors, and students.
- ☐ 3. Assist and participate in surveys of local labor market needs.
- ☐ 4. Recommend procedures whereby manpower needs can be forecasted.
- ☐ 5. Recommend procedures whereby placement of graduates can be improved.
- ☐ 6. Recommend procedures that will assist college personnel in performing a more adequate follow-up.

Instruction

- ☐ 1. Review the scope of the entire vocational education program and advise as to appropriateness in relation to changing conditions and needs.
- ☐ 2. Evaluate the physical facilities and equipment and recommend needed changes.
- ☐ 3. Recommend new programs and/or the closing of existing programs.

☐ 4. Assist in the evaluation of existing vocational programs.

☐ 5. Recommend procedures for implementing and evaluating cooperative work experience programs.

☐ 6. Recommend policies to ensure safe practices in vocational classes and promote safety attitudes among graduates.

☐ 7. Advise on the need for evening classes to upgrade skills of employed persons.

☐ 8. Assist with coordination of Comprehensive and Employment Training Act (CETA) programs.

☐ 9. Assist with the development of plans to eliminate sex bias.

Public Relations

☐ 1. Recommend measures which college personnel may undertake to increase public awareness of the value of vocational education.

☐ 2. Recommend measures which business, industry, and labor may undertake to increase community understanding of the need for preparatory vocational education.

Instructor Recruitment, Selection, and Evaluation

☐ 1. Advise in the development of qualifications for vocational education instructors.

☐ 2. Suggest criteria for evaluating instructors.

☐ 3. Recommend in-service programs designed to improve instructor competence.

Check List for Program Advisory Committees

Student Recruitment, Selection, Placement and Follow-up.

☐ 1. Suggest criteria for recruiting and selecting students.

☐ 2. Encourage young people and parents to consider vocational education through school visits, Vo-Ed Week activities, etc.

☐ 3. Assist in screening students applying for admission into the program.

- ☐ 4. Provide information concerning desirable attitudes, education, and experience necessary for job entry and success.
- ☐ 5. Arrange plant visits of field trips for students, instructors, and counselors.
- ☐ 6. Assist in surveys of local labor market needs.
- ☐ 7. Assist in the placement of students in part-time work during the school year or summer vacations.
- ☐ 8. Provide information about job opportunities for graduates.

Instruction

- ☐ 1. Review instructional needs for a vocational program.
- ☐ 2. Advise about skills and technical information to be taught.
- ☐ 3. Advise about curriculum and time allotments for various courses.
- ☐ 4. Assist in selection of instructional materials to be used.
- ☐ 5. Assess the equipment and facilities available, recommend new equipment and facilities as needed.
- ☐ 6. Assist in the acquisition of needed school equipment and supplies on loan, as gifts, or at special prices.
- ☐ 7. Assist in the establishment of standards of proficiency to be met by the students.
- ☐ 8. Assist in the establishment of a library of visual aids, magazines, and books concerning the specific industry.
- ☐ 9. Assist in the development of evening school classes for persons employed in specific industries.
- ☐ 10. Assist in the development of cooperative work experience programs to supplement formal class work.
- ☐ 11. Recommend instructional practices which will promote safe practices in the classroom and safety attitudes on the job.

Instructor Assistance

- ☐ 1. Assist in arrangement of summer employment for instructors, if needed.

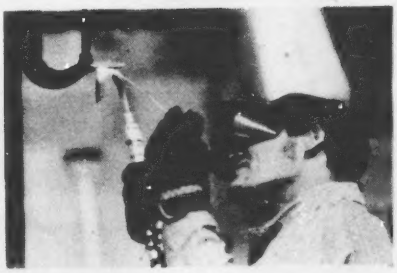
- ☐ 2. Assist in the establishment of teacher qualifications.
- ☐ 3. Arrange for substitute or resource instructors from industry to assist regular teachers.
- ☐ 4. Encourage instructors to belong to industry organizations.

Public Relations

- ☐ 1. Provide speakers to address trade and civic groups concerning the opportunities for people trained for industry jobs.
- ☐ 2. Provide news stories to local news media and industry.
- ☐ 3. Attend meetings in support of vocational education (civic groups, legislature, school officials, etc.).
- ☐ 4. Attend vocational education conferences, if possible.
- ☐ 5. Provide employees with information concerning evening school opportunities.

Instructor Recruitment, Selection and Evaluation

- ☐ 1. Advise in the development of qualifications for instructors.
- ☐ 2. Assist in selecting instructors.
- ☐ 3. Help instructors remain competent with changing technology (clinics, in-service programs, employment, etc.).
- ☐ 4. Suggest criteria for evaluating programs and instructors.



HOW DO ADVISORY COMMITTEES OPERATE ?

The previous pages show that an effective advisory committee can provide much assistance in keeping vocational education programs up-to-date. To be most effective, the advisory committee must organize and adhere to various operational procedures. The following guidelines should enhance the organization and operation of advisory committees.

Selection and Duties of Chairpersons

A lay member serves as Chairperson of the advisory committee. The Chairperson shall be elected by the committee. A Vice-Chairperson should be designated to serve in the absence of the Chairperson.

The Chairperson presides at meetings, works closely with the College, calls meetings and plans agendas, appoints necessary sub-committees, represents the advisory committee in other groups. The Chairperson will forward the committee's recommendations to the Vocational Director.

Secretary

It is recommended that a non-voting college representative serve as secretary. Duties of the secretary include:

1. Assisting Chairperson with development of meeting agenda (See Appendix II).
2. Notifying members of time and place of meetings.
3. Sending information to committee members that should be read prior to a meeting.
4. Arranging for meeting rooms and necessary facilities and equipment.
5. Recording and disseminating minutes (See Appendix III).

College Representative(s)

The institution's representative(s) will be knowledgeable about the vocational program as a whole and the instructional area served by the committee and shall provide necessary information to the committee. Walla Walla Community College faculty members shall keep committee members up-to-date on programs at the college and new developments in the field at large. The Vocational Director and Administration Supervisor responsible for the program most often serve as college representatives.

Selection of Advisory Committee Members

At least three essential points should be weighed when qualifications of individual members are considered.

1. *Experience and enthusiasm.* Members must have recent, successful, firsthand, practical experience in the committee's area of concern, and express substantial interest in the program.

2. *Character.* Candidates for membership should be people of intelligence, integrity and courage. They should be responsible, civic-minded and cooperative.

3. *Available time.* Members of an advisory committee must be available for meetings and prepared to meet frequently, if necessary.

Invitation to membership will be issued by the College President. When the invitation is issued, it should be accompanied by background information on vocational education, why it is necessary, how this relates to the program or programs at issue, and generally, what is expected of the committee.

Upon agreeing to serve on an advisory committee, each member will receive a certificate suitable for framing to signify their current assistance to the college.

Meetings

The initial meeting will be called by the Vocational Director. The agendas for this meeting shall include organization and orientation. Following election, the chairperson and secretary shall call subsequent meetings. There is no generally accepted policy regarding the number of meetings to be held other than that *all committees will meet at least once annually.* However, a committee working to build a worthwhile program must meet often and regularly in order to carry out its assignment, and two or three times a year may not be enough. When committees are assembled to deal with short-term projects, the frequency of the meetings should be arrived at accordingly. Necessity always should be the criterion for determining the number and length of sessions. Committee meetings will not be convened without justification.

Committee Recommendations

Recommendations shall be submitted to the Vocational Director. The Director shall in turn inform the committee of action taken or not taken upon its recommendations.

WHAT DO YOU MEAN BY THAT...?

Definition of Terms

Apprenticeship Programs

Apprenticeship is a training system in which a person learns a skilled trade on the job under an experienced craft worker and in related classroom instruction. Apprenticeship programs are conducted by employers, often jointly with labor unions; related instruction is usually given in local vocational schools. In many areas, the principal crafts have joint labor-management apprenticeship committees, responsible for conducting and supervising their craft's apprenticeship program.

Board of Trustees

A five member board which has final responsibility for all activities of Walla Walla Community College. Certain duties and responsibilities have been delegated to the President of the Board.

Cooperative Work Experience Program

An employment experience in the occupation for which the student is being trained. The student works under the supervision of the employer and the instructor while earning college credits.

Industry

The term "industry" or "industry people" is used in the handbock to include representatives of business, industry, labor, agriculture and the professions.

State Board for Community College Education

A seven member board appointed by the Governor with consent of the Senate. It was established by the Community College Act of 1967. The State Board (SBCCE) exercises supervision and control over the state community college system. The SBCCE includes administrators who are in charge of vocational education. The vocational education offices of the SBCCE are responsible to the Commission for Vocational Education (CVE) for carrying out the State Plan for Vocational Education at the community college level.

Vocational Education

A planned series of learning experiences, the specific objective of which is to prepare persons to enter, continue in or upgrade themselves in gainful employment in recognized occupations and homemaking, which is not designed as professional or requiring a baccalaureate or higher degree.

Vocational Programs

The total vocational education offering at Walla Walla Community College consists of individual programs designed to prepare students for employment in specific occupations. The term "vocational program" refers to a specific program such as the welding program, the food service program, etc. (See Appendix IV for a schematic listing of the vocational programs at Walla Walla Community College.)

Washington State Commission for Vocational Education

The Commission for Vocational Education (CVE) was created by the state legislature in 1975. The Commission is responsible for planning vocational education and managing funds used for vocational education in the state of Washington. The Commission is also responsible for developing a comprehensive State Plan for Vocational Education. Direct operation of vocational programs shall be the responsibility of the secondary and post-secondary systems and private schools, colleges and universities where appropriate. The Commission is composed of the Director of the State Board for Community College Education, the Superintendent of Public Instruction and five members appointed by the Governor.

FOR MORE INFORMATION

The following list is a brief selected bibliography on advisory committees. These publications are available through the Walla Walla Community College Library.

Nerden, Joseph T., "Advisory Committees in Vocational Education." In *American Vocational Journal* (January 1977): 27-29 and 35.

Norton, R. E., K. L. Ross, G. Garcia, and B. Hobart. *Organize and Work with Local Vocational Education Advisory Council.* Columbus: National Center for Research in Vocational Education, The Ohio State University, September 1977.

Riendeau, Albert J. *Advisory Committees for Occupational Education—A Guide to Organization and Operation.* New York: Gregg Division, McGraw-Hill Book Company.

Washington State Advisory Council on Vocational Education. *Advise for Action.* Washington: State Advisory Council on Vocational Education, March 1979.

Washington Vocational Association. "This We Believe. . ." Olympia: Washington Vocational Association, August 1978.

Whitten, Benjamin, et al. "The Effective Functioning of Local Advisory Committees." In *American Vocational Journal* (January 1977): 30-35.

APPENDIX I

Rules and Regulations Pertaining to Local Advisory Councils and Program/Craft Advisory Committees

I. Local Advisory Councils (WAC 490-36A-020)

Each eligible recipient receiving assistance under this act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory council shall be composed of members of the general public, with appropriate representation of both sexes, racial and ethnic minorities found in the program area and locality, including, but not limited to representatives of business, industry and labor, and also should include representative spokespersons for the handicapped and disadvantaged. The responsibility for empanelling members of all local advisory councils shall be that of the local eligible recipient.

(1) Each eligible recipient shall assure the appropriate state agency, in its application for federal or state funds, evidence that documentation of the establishment of a local advisory council is on file.

(2) The local advisory council may be established for:

(a) Program areas;

(b) Schools;

(c) The community; or

(d) The region in which the eligible recipient is located.

(3) When feasible, council membership should be drawn from across the occupational spectrum represented by existing and proposed programs and from other groups of interested and concerned citizens.

(4) Representatives from several local program/craft committees, or representatives of several school councils within a local education agency, having the requisite representation identified in the opening paragraph, should join together to form a general local advisory council.

(5) The local advisory council may assist the local recipient by:

(a) Helping to identify the needs of individuals and the community;

(b) Helping assess labor market requirements;

(c) Contributing to the establishment and maintenance of realistic and practical vocational programs;

(d) Participating in the development of community understanding;

(e) Aiding in building the prestige of and respect for the entire program of occupational education;

(f) Supporting access to all vocational programs for both sexes, racial and ethnic minorities.

(6) The local advisory council shall assist the eligible recipient in developing its application to the commission or to the agency which has been delegated the responsibility for accepting applications by the commission.

(7) The commission shall inquire into the establishment and satisfactory functioning of appropriate local advisory councils as part of the overall evaluations connected with monitoring programs being operated by local educational agencies.

II. Local Program/Craft Advisory Committees (WAC 490-36A-030)

(1) Each eligible recipient shall provide documentation that a program or craft advisory committee has been empanelled for each craft or program area, including disadvantaged and handicapped, at the most specific occupational level appropriate to the identified skill level for which training is given, except that where evidence is presented with the application for approval that a general advisory committee is more appropriate, such a committee will be allowable. Each eligible recipient shall also provide evidence that a bona fide effort is being made to assure the effective functioning of each committee. Evidence of the empanelling could include:

(a) Written documentation of appointments;

(b) Written documentation of acceptance by the appointees;

(c) Other types of verification.

(2) Evidence of a bona fide effort being made could be reflected in meeting minutes, which indicate:

(a) That an adequate number of meetings were held to assure that the input provided a positive effect on the program;

(b) That adequate prior notification of meeting dates and times have been given;

(c) That meetings have been scheduled on dates and at times to assure maximum employer and employee attendance; and

(d) Other corroboration of intent.

(3) The local program/craft advisory committee will have equal representation of employers and employees engaged in the occupation for which training is given.

(4) For programs preparing students for entry into, or upgrading in, apprenticeable trades, the applicable Joint Apprenticeship Training Committee (JATC) shall be invited to be represented equally with one or more employer and employee members or designees. Where satisfactory evidence is furnished indicating that JATC members or designees are unavailable, a committee may be empanelled composed of persons who are familiar with the occupation and geographic area served by the particular program.

(5) The responsibility for empanelling members of the local advisory committees is exclusively that of the local eligible recipient.

(6) The general responsibility of a local program/craft advisory committee is to act in an advisory capacity without administrative or supervisory responsibility. Since a local program/craft advisory committee, to be effective, must provide advice in the planning, development and evaluation of vocational programs, the activities outlined below are not to be considered all inclusive of the activities said committee may perform to assist the vocational educator and/or local eligible recipient.

(7) Specific activities in which the program/craft advisory committee can be involved are:

(a) Advise on current job needs;

(b) Evaluate the relevance of programs being offered by the eligible recipient in meeting current job needs in the occupational area for which the advisory committee was organized;

(c) Recommend program startup, continuance, discontinuance and enrollment level, that generally conforms with statewide job opportunities forecasts, unless available data indicates a variance is called for due to changes in the economy. For example, the committee can assist the vocational educator to: Make community surveys; determine and verify need for training; review past accomplishments and forecast trends; counsel and guide students in relation to the world of work; provide accurate occupational information.

(d) Make recommendations that will assure the curriculum content is consistent with current skills and knowledge of the occupations. For example, the committee can assist the vocational educator: To evaluate the programs; to plan facilities and establish standards for shop and lab planning; to establish standards for selecting equipment and instructional materials; to recognize new technical developments which require changes in the curriculum; by offering guidance and support in technical matters; to select production work to be used as instructional vehicles for accomplishing course objectives; to determine criteria for evaluating student performance; and to develop cooperative work experience programs for students.

(e) Make recommendations to assure that the instructors are experienced and knowledgeable in the occupation. For example, the committee can assist the vocational educator to: Encourage teacher training of recruits from industry; determine criteria for selecting instructors; recommend and/or recruit qualified instructors;

(f) Assist the vocational educator: By providing tangible evidence that industry is supporting the program; by providing financial, legislative and moral support; by interpreting the program to the community, to unions, to employers; by securing donations of equipment and supplies; by finding placement opportunities for students; and by placing an emphasis on providing recruitment and placement opportunities to both sexes in programs considered nontraditional in nature.

(8) If a bona fide member of an advisory committee is in disagreement with the decision of the appointing eligible recipients to the startup, continuance or discontinuance of a program about which she/he has been appointed to give advice, said member may achieve recourse by taking the following action:

(a) Presenting her/his arguments and evidence to the local administration according to the procedures established by the local agency;

(b) If satisfactory resolution of the disagreement has not taken place within ten days of the receipt of the communication by the local administration, the complainant may present his/her arguments to the state agency having jurisdiction over the operation of the program, according to procedures established by that agency, with copies to CVE and other affected agencies.

(c) If satisfactory resolution is again not achieved within twenty days of the receipt of the information by the parent agency, the complainant may present his/her arguments and evidence, orally and in writing, to the commission.

(d) The commission will determine whether a hearing will be held before it, or whether a formal adjudication proceeding is required.

APPENDIX II

Sample of Meeting Agendas

Organizational Meeting

The organizational meeting will differ from subsequent meetings in that the majority of time will be spent in the orientation of the members. The agenda for the first meeting should include the following:

1. Welcome and remarks by chief school administrator.
2. Introduction and biographic information about members of the committee.
3. A statement of the role of the committee and how it is expected to be of assistance to the college.
4. Brief sketch of history and background of college and staff.
5. The philosophy and objectives of the district.
6. The nature and objectives of the program or specific programs.
7. Organization of the committee.
   a. Selection of chairperson and secretary.
   b. Selection of dates and time for meetings.
   c. Adopt a format for conducting meetings.
   d. Determination of membership replacement schedule.

Regular Meetings

1. Welcome by chairperson and introduction of any consultants or guests.
2. Minutes of last meeting by secretary.
3. Objectives of this meeting by chairperson.
4. Discussion and recommendations handled by chairperson.
5. Notice of next meeting by chairperson (as planned).

APPENDIX III

Sample of Format for Recording Minutes

WALLA WALLA COMMUNITY COLLEGE

VOCATIONAL ADVISORY COMMITTEE

MINUTES OF MEETING

Committee _____ Date _____

Place _____ Time _____

Present: Representing:

Absent:

Approval of Previous Meeting:

Meeting Proceedings:

a. Materials distributed

b. Action taken

c. Responsibilities assigned

Next Meeting:

a. Time

b. Place

c. Items to be considered

Adjournment

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
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